



Tom Horne,  
Superintendent of  
Public Instruction



State of Arizona  
Department of Education

## Arizona Adult Education Programs & Arizona Public Libraries Collaboration Initiative

### 2006-2007 Final Report



Arizona Department of Education,  
Division of Educational Services & Resources  
(602) 258-2410  
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## Executive Summary

During Program Year 2006-2007, the Arizona Department of Education, Adult Education Services (ADE/AES) Unit and the Arizona State Library initiated a partnership to develop working relationships between Arizona adult education programs and Arizona public libraries. Both agencies provided grant awards to assist the first year collaboration partners in Pima, Yavapai, and Yuma Counties to: (1) increase the capacity to serve adult education students; (2) increase library usage; (3) increase access to electronic and print-based adult education literacy resources; (4) eliminate the duplication of adult education library services; and (5) build collaborative products and services that could be replicated throughout the State.

In Pima County, Pima College Adult Education Program (PCAE) partnered with Pima County Adult Probation (PCAP) – LEARN, Literacy Volunteers of Tucson (LVT), and the Tucson-Pima Public Library District to (1) compare the effectiveness of two online English language acquisition products with adult English Language Acquisition for Adults (ELAA) learners; (2) make a collection of circulating print materials for use by students and tutors available in 25 library locations; and (3) host a local literacy summit.

In Yavapai County, Yavapai College Adult Basic Education Program partnered with Camp Verde Adult Literacy Program, Prescott Literacy Outreach, Victory Adult Education Program, and the Yavapai County Public Library District to (1) provide libraries with reserve sets of GED study books; (2) obtain and distribute *New Adult Reader* books to area libraries; (3) provide new technology access points for Adult Basic Education (ABE) and Adult Secondary Education (ASE) online learners; and (4) purchase training materials for prospective adult education tutors.

In Yuma County, Yuma Reading Council (YRC) partnered with Crane Elementary School District (ESD) Adult Education Program, South Yuma County Consortium, and the Yuma County Public Library District to (1) update and reprint multiple copies of *Becoming Library Literate*; (2) produce a library teacher publication; (3) enable library staff to provide on-site literacy activities and services at Yuma County adult education programs; and (4) provide adult education students with field trips to area libraries for literacy activities and services.

Through an inter-governmental agency purchase agreement, the ADE/AES and the Maricopa County Public Library District purchased a statewide license agreement from Fairfield Language Technologies to provide unlimited access to *Rosetta Stone Online – Traveler's Edition* to every Arizona resident holding a valid public library card. This 8-language package, which includes English, allows learners to become familiar with travel-related terminology via listening, speaking, reading, and writing activities offered at various levels of complexity. By partnering with the Maricopa County Public Library District, the ADE/AES now offers this curricular resource for free to all of its adult education programs for slightly more than what it would have cost the Department to subscribe to a single county-wide license outside of the partnership.

# **Arizona Adult Education Programs & Arizona Public Libraries Collaboration Initiative**

## **2006-2007 Final Report**

### **Introduction:**

As detailed in the literary paper “Public Policy as a Factor Influencing Adult Lifelong Learning, Adult Literacy and Public Libraries” (De la Peña McCook, K., & Barber, P., 2001), librarians have historically worked collaboratively with adult educators. According to the authors, 90% of all public libraries either provide or refer patrons to adult education opportunities. However, as de la Peña McCook and Barber go on to describe, the majority of Library Information Science (LIS) education programs today provide minimal background in adult education theories and practices. Consequently, LIS graduates later obtain positions in libraries where they may be asked to develop partnerships with adult educators or even to provide adult education services without exposure to the history and philosophy of adult education. Likewise, the need for adult education practitioners and public library professionals to unite and contribute their respective expertise in the interest of bettering adult education and literacy is apparent.

### **A Local Perspective:**

In 2006, only a handful of Arizona adult education programs and public libraries could genuinely assert that they had established working relationships with one another. Likewise, the majority of these two entities operated in isolation from each other. In order to change this circumstance, members from the Arizona Department of Education, Adult Education Services (ADE/AES) Unit and personnel from the Arizona State Library began meeting in early 2006 to explore strategies for bringing the State’s adult education programs and public libraries together as collaborators. After several discussions, the State-level partners decided to start by challenging the three Arizona counties where adult education programs and public libraries had historically enjoyed close bonds to even further deepen their relationships by developing innovative, replicable, and sustainable products and/or services that would serve as models for other adult education programs and public libraries while concurrently achieving four additional goals:

- Increasing the capacity to serve adult education students
- Increasing library patronage
- Increasing access to electronic and print-based adult education literacy resources
- Eliminating the duplication of adult education and library services

Based on past collaborative success, the ADE/AES and the Arizona State Library selected Pima, Yavapai, and Yuma Counties to spearhead this initiative.

### **The Proposals:**

This section presents the three proposals received by the ADE/AES and the Arizona State Library from the adult education programs and public library partners in Pima, Yavapai, and Yuma Counties.

#### ***Pima County:***

There are currently many successful collaborative efforts taking place between Tucson-area literacy providers and the Tucson-Pima Public Library District. Representatives from the various programs met during the summer to discuss the positive partnerships that exist and to identify gaps and opportunities for increased collaboration. As a result of those meetings, it was determined that there is a need to systematize and strengthen these collaborations to leverage efforts on behalf of students.

### **The Partners:**

During the June meeting facilitated by the ADE/AES and the Arizona State Library, the initial partners, Pima College Adult Education (PCAE), Pima County Adult Probation (PCAP) – LEARN, Literacy Volunteers of Tucson (LVT), and the Tucson-Pima Public Library District, were represented by directors from each of the programs. Subsequently the partners organized a meeting in Tucson with staff members who are directly involved with delivering literacy services. The partners decided to add Sharon Gilbert, President of the Tucson Area Literacy Coalition (TALC), and Steve Alley, President and CEO for the Community Foundation, to this group.

At the first meeting, representatives from each group shared information about their programs and the individuals whom they serve. The participants also discussed opportunities to build on current collaborations and the possibilities of developing new partnerships. In response to the challenge issued by the ADE/AES and the Arizona State Library, the Pima County partners held a follow up meeting to develop a plan of action to identify the resources that would be needed to enhance the library's role in supporting literacy services in Pima County. Thereafter, the partners held a third meeting to review the final proposal.

### **Proposed Plan of Action:**

The Tucson-Pima Public Library District proposes supporting students in all types of literacy programs by providing them with print and electronic curricular resources. Therefore, the Pima County partners propose purchasing a collection of circulating print materials for use by students and tutors who possess a valid public library card. LVT will



assist the District in selecting the appropriate print materials. The District will make a variety of electronic resources available to students, instructors, and tutors both from within a Tucson-Pima Public Library branch or remotely from home, school, or work. The Pima County partners agree that *Rosetta Stone* would be a useful resource for all of their students and patrons. Additionally, the District would like to provide access to *Tell Me More* by Auralog. *Tell Me More* appears to offer similar but more in-depth content for non-native English speaking adult learners than *Rosetta Stone*. Additional suggestions for General Educational Development (GED) software were discussed and will be explored for use in library lab settings where instructors can provide students with assistance using the program.

The Tucson-Pima Public Library District has over 460 public computers that can be used for independent study. In addition, the District has two mobile computer labs that can be used in a meeting room using the District's Wireless Fidelity (WIFI) network. By making electronic curricular resources available to students, these computers can be used to prepare students who are waiting to be accepted into an ADE-funded adult education program, to support students working with tutors, or by learners who want to expand formal classroom instruction through independent learning. The District can also offer its computer labs for instruction or training purposes. Electronic resources will be available remotely so that students, instructors, and tutors can access these educational materials using a Tucson-Pima Public Library card from any computer at home or school.

Training on how to use these electronic resources will be provided to all program instructors, tutors, library staff, as well as students. Instructors who are comfortable with technology will be trained first, and then they will become trainers who will be paid a stipend for providing on-going training to new instructors and students. Initially, multiple training sessions will be offered. Thereafter, training will be offered on an on-going basis, with at least four sessions available every month. Each of the partnering adult education providers will identify potential instructors to fill these roles. Continuing instruction for instructors, library staff, and others associated with the literacy program will be essential to the success of the program. Such professional development for providers will help to ensure that students are informed of all available resources and that assistance is available to learners when needed.

The literacy partners will plan a literacy summit to bring together all parties that are actively engaged in any type of literacy effort in the Tucson-Pima area. The purpose of the summit will be to identify the various programs and services available, to identify gaps in literacy services, to help connect various programs, and to foster resource sharing and collaboration among programs. One outcome of this summit will be for the Tucson-Pima Public Library District to host a literacy Website that will serve as a virtual community to support continued communication and collaboration among literacy providers. The virtual community will consist of in-depth profiles of all literacy providers in the area, no matter how large or small they may be. It will also provide information on resources that support literacy in the community, including grant opportunities, corporate support, and more. Instructors and tutors will be able to interact to share

curricula and lesson plans. The Website will serve as a referral tool to help students find the program that best serves their needs. Finally it will perform as a communication tool for providers to share information about upcoming workshops, training opportunities, new programs, volunteer recruitment opportunities, and curricular resources.

#### Proposed Timeline:

The Pima County partners intend to purchase print and electronic resources and make them available to literacy program participants by January 2007. Training will be offered to instructors who will then provide a minimum of four training opportunities each month for the next year. Doing so will provide new students, instructors, volunteers, and library staff with the opportunity to become aware of resources and to promote the use of these resources.

The literacy summit will be held in March or April of 2007 and will feature workshops on using the previously mentioned curricular resources. Sessions on building new relationships between agencies that offer similar or complementary services will also be offered. This information will be used to create a database-driven Website and an interactive forum where providers can post information about upcoming workshops, training opportunities, new classes, or share resources and instructional materials.

Ideally, a beta Website will be introduced at the literacy summit and will be enhanced with information gathered from participants at the summit. By June 2007, the Website will contain comprehensive information about all the literacy providers and services available in Pima County. A map of services will be included to foster referrals to appropriate services. Interactive communication will be implemented and participating agencies will be able to share information, curricula, and resources within this virtual community.

#### Evaluating Progress:

During the year, the Tucson-Pima Public Library District and the Pima County literacy partners will evaluate the use of new print and electronic curricular resources. Utilizing both quantitative measures of how often the resources are used, and qualitative measures such as surveying students and instructors, the Pima County partners will measure the impact of these resources on student learning. The District will post online surveys for independent distance learners to complete while the Pima County literacy providers will conduct similar surveys with their classes. The purpose of the surveys will be to determine how useful students find the products. During this year, the District will assess how electronic resources support both the student in a formal classroom setting as well as the independent distance learner. Based on this evaluation, the District will determine which resources to fund from its operating budget and what types of resources it could add to further improve student performance. By December 2007, an evaluation of the resources will be completed in time to renew, add, or drop subscriptions to electronic curriculum resources.

### Replicating or Expanding Results Statewide:

If the print and electronic curricular resources are proven to enhance student learning in Pima County, these resources could easily be purchased by adult education programs, public libraries, and literacy organizations located throughout Arizona. This pilot project will serve as a comparative evaluation between two products, *Tell Me More* and *Rosetta Stone*. Based upon students' experiences in both formal learning settings and independent distance learning, the Tucson-Pima Public Library District will be able to recommend to other libraries which products are most successful. The District will share lists of print materials with other libraries and literacy providers throughout the State. License agreements for electronic resources could be expanded to statewide agreements. The Website mentioned earlier could serve as a model for creating virtual communities within other parts of Arizona and the clearinghouse features of the site could easily be shared throughout the State.

### Resources needed from the Department of Education:

Resources needed to implement this plan include funding for:

- online electronic curricular resources
- training stipends for instructors who will provide on-going training for students, instructors and tutors to ensure that the curricular resources are used
- print-based curricular materials
- a keynote speaker and a facilitator for the literacy summit who possess the appeal to bring together all the various literacy providers and engage participants in developing a strategic plan for enhancing collaboration among literacy providers

### Online Curricular Support:

- *Rosetta Stone* – Annual license for unlimited use for all Pima County residents
- *Tell Me More* – Annual license for unlimited use for all Pima County residents
- GED software for three library labs to be used at the Mission, Santa Rosa and Columbus Branch Libraries

The first two products were selected because they are Web-based and can be used independently without additional computer equipment or supplementary curricular materials. The Pima County partners request a three year subscription to these products. The GED product will be used in conjunction with formal instruction in Tucson-Pima Public Library District labs. During that time, the District will monitor usage in order

to determine which product best suits the needs of students. If resources are used, the District anticipates funding the ongoing subscriptions from its operating budget.

#### Training in the use of Online Curricular Support:

The success of these online curricular resources will depend on whether students, staff, tutors, and instructors know about the products and have the confidence to use them. Like so many electronic resources, there are always a few who are quick to adopt new technologies and others who need to be coaxed into using them until they feel comfortable and confident in their abilities to use the resources. Therefore, the Pima County partners propose that funds be allocated to pay stipends to instructors who will offer on-going workshops for students, staff, tutors and instructors. In order to ensure that training doesn't end after the initial implementation, there will be at least four training workshops each month so that new students, instructors, and staff will have opportunities to learn about these resources. By providing ongoing professional development to instructors, volunteer tutors, library personnel, and literacy staff, the Pima County partners anticipate the active use of these products by students.

#### Print Materials to Circulate from Libraries:

Learners will benefit from having access to print curriculum materials designed to meet the educational needs of adult students. The Tucson-Pima Public Library District will work with partner organizations to identify appropriate materials and make them a part of the District's circulating collection.

#### Literacy Summit Funding:

The TALC holds a literacy summit each spring for the purpose of bringing various literacy providers together for training opportunities. Traditionally, the summit has included a keynote speaker, a luncheon, and afternoon workshops. In order to expand the literacy collaboration beyond the initial groups that have engaged in this planning effort, the Pima County partners request funds to hire a keynote speaker who will engage all the literacy providers in Pima County. In addition, the partners propose hiring a facilitator to help participants identify the strengths and current capacity of literacy services in Pima County and to develop a plan for strengthening future collaborations that will leverage the energy and resources to meet the literacy needs of the area.

#### Additional Community Support:

The Community Foundation was invited to attend recent planning meetings held by the Pima County partners. As a result of their participation, the Community Foundation has expressed a commitment to fund capacity building efforts that will strengthen both the infrastructure of individual providers as well as to foster expanded collaborative efforts. Furthermore, the TALC has submitted a proposal to fund a part-time executive director position on the Community Foundation. There is a commitment on behalf of all the

partners to participate in the TALC and provide support. As an established non-profit, the TALC can take the leadership in advocacy for literacy issues.

The Tucson-Pima Public Library District has submitted an application to the Urban Library Council to send a team from the District to participate in an executive leadership institute. The project that has been proposed is for the District team to strengthen partnerships with literacy agencies serving all ages and to identify the role the Tucson-Pima Public Library District can play in increasing literacy efforts in the community. If this application to the Urban Library Council is successful, the Adult Services Coordinator and Youth Services Coordinator will devote a significant amount of their time to assist in planning the literacy summit and developing the proposed Website as a virtual community. The District is committing funds for this leadership effort. As a result of this project, the role of the District in supporting literacy efforts in Pima County will be firmly established.

Community Contributions Requested:

Community Foundation - To fund the executive director position and internships

Tucson Pima Public Library District- To fund the executive leadership institute project on literacy partnerships

***Yavapai County:***

Proposed Actions:

As an overall goal, representatives from the collaborating partners agreed to promote each other's services through greater communication. In addition, four specific action plans have been developed to address the literacy needs of various populations served in Yavapai County.

Communication:

By communicating frequently, the libraries and adult education/literacy programs will educate each other about what each program is seeking to accomplish throughout the year. The adult education/literacy providers will use posters and promotional materials from the libraries to make their student customers aware of the services available. For example, September is national "Library Card Month," and September 8<sup>th</sup> is International Literacy Day. The Yavapai College Adult Basic Education Program director will attend the yearly district library meeting to provide program information. The volunteer literacy groups will contribute the "pro-literacy toolkit" to inform the partners and their students/customers. The libraries will advertise adult literacy through flyers, posters, and pamphlets from these agencies, and promote events such as Arizona Adult Literacy Week.

### Population 1 – The ABE/ASE Student:

Reaching adults in the rural areas of Yavapai County who need high school equivalency diplomas has historically been a difficult task. For the last six years, the Yavapai College Adult Basic Education Program has recruited students and hired instructors in communities such as Mayer, Seligman, Congress, Yarnell, Bagdad, and Black Canyon City, only to have class attendance dwindle and expire after as little as one semester. However, with the option for students to now take Adult Basic Education (ABE) and Adult Secondary Education (ASE) classes online, a renewed effort to serve these far-flung areas is a focus for the partners of this collaboration.

The Yavapai County adult education programs will provide marketing materials to the County's libraries in order to recruit students. The partners will first focus on the Black Canyon City area, which includes Mayer and Cordes Lakes. The libraries will be asked to distribute these materials and to provide rooms for information sessions, computer training, and an ABE/ASE online course orientation, including the required pre-testing. Yavapai College Adult Basic Education personnel will hold the information sessions and orientation, while the Yavapai College Career Skills Program will host the computer training workshops.

To provide the learning support that is vital for online students in general, and for ABE/ASE students in particular, the Yavapai County Public Libraries will offer learners distance learning sites containing reliable technology. Further support at these sites will include volunteer tutors provided through the literacy programs.

The Yavapai County Public Library District director, Ann Boles, will arrange for the installation of the McGraw Hill Contemporary GED Online software throughout the County. Ms. Boles will also promote this service by encouraging individual public library branches to designate computers for ABE/ASE study, or to allow ABE/ASE students longer periods of time on the computers.

Volunteers recruited and trained by Yavapai County literacy programs will also be trained by the Yavapai College Adult Basic Education Program to proctor testing where appropriate.

### Population 2 – Adults at Elementary Grade-level Reading:

Adults who have low reading scores require more instruction and supervised practice than higher level readers, but often a class setting doesn't provide the extra time and personnel these learners need. Yavapai County adult education programs will refer adults who read at elementary grades levels to the following services, provided at the libraries, using literacy program personnel:

- One-to-one tutoring
- Small group study sessions

This reading support will be in addition to classroom instruction and study time.

Yavapai County literacy providers will recruit additional volunteers through the Yavapai County Public Library District by distributing packets of recruitment materials to various branches. These packets will include Laubach Method information and New Readers Press materials for prospective tutors. For new volunteer tutors, Yavapai County literacy programs will provide 2-day (6- to 10-hour) training sessions at a site acceptable to host a county-wide group.

### Population 3 – English Language Learners:

The three collaborating adult education providers will use their computer software resources and expertise to increase the availability of suitable technology for non-English speakers to learn the language. All three providers will promote these resources at their various sites. The Yavapai County Public Library District will provide open lab study time at various branches, while the literacy volunteers will provide knowledgeable lab monitors. Adult education program personnel will introduce students to the software applications and encourage them to go to the libraries to use these tools. The Yavapai College Career Skills workshops will help students who aren't proficient computer users.

All three partners will provide the same software programs that will include the following:

- *Rosetta Stone*
- *Multi-Sensory Spelling, Phonics and Penmanship* (Available from the publisher at a reduced rate to educational programs)

### Population 4 – New Adult Readers:

When adults reach the middle school and high school reading levels, they need high-interest materials that are not readily available or discernable when within the library general collection. The Yavapai County Public Library District and the Yavapai County adult education programs will compile a list of appropriate books and magazines that target both native and non-native English speakers at the emerging adult level. Thereafter, the libraries will establish a section on the shelves that features New Adult Reader-level materials. All Yavapai County adult education programs will promote the list to their students.

### Implementation Timeline, Evaluation, and Replication:

#### **Action 1: GED Online**

August 30, 2006      Yavapai College Adult Basic Education Program presentation at the Yavapai County Public Library District Annual Meeting

September-October   Media outreach to Black Canyon City, Mayer, and Cordes Lakes

2006                      Training of volunteer tutors  
Technology installation at libraries

November 11, 2006   Saturday orientation at Black Canyon City Library

November 2006 –        ABE/ASE instruction with periodic class meetings arranged at the  
May 2007                library; re-tests to measure educational gains

Evaluation:

- Number of ABE/ASE students from the targeted area (both online and those who opt to attend a face-to-face class)
- Student attendance hours and educational gains
- Student satisfaction survey (Yavapai College Institutional Research to supply)

Replication:

Any adult education program can use the orientation and evaluation procedures already in place, including the Test of Adult Basic Education (TABE). Literacy providers have training materials and procedures. Marketing will depend on the area's needs.

**Actions 2, 3, and 4**

September-November   Personnel training  
2006                      Acquisition and installation of software  
Acquisition and installation of New Adult Reader books  
Establishment of sites and times for tutoring, computer use

December 2006        Promoting the three new available services through ABE/ASE  
class field trips and through media coverage

January 2007            Grand opening of the three services

Evaluation:

- Number of people using the services
- Number of times the services were used
- Educational gains of ABE/ASE students who used the services
- User satisfaction surveys

Replication:



Each agency will keep a log of procedures used to set up the services. Lists of materials (software and books) will be produced.

Resources Needed:

Implementation of the proposed plans will require the following resources:

1. Site licenses where necessary for the McGraw Hill GED Online software installed at libraries
2. GED study book sets for reserve in the libraries
3. Travel reimbursement for instructors and volunteers providing training and student orientation
4. Training materials (e.g. Laubach Method packets for prospective tutors)
5. Costs of software (*Rosetta Stone, Multisensory, etc.*, where these are not already purchased by the library or program)
6. New Adult Reader books (New Readers Press has 60 high-interest titles for low-level adult readers.

***Yuma County:***

Proposed program partners: Yuma County Library District  
Yuma Reading Council – Fiscal Agent  
Crane Elementary School District  
Somerton School District/South County  
Yuma Elementary School District

The proposed project is a joint initiative by the above named entities to aid adult learners in understanding the services and resources libraries have and how libraries can benefit them. Throughout the project, the partners will work to encourage family learning and support the achievement of their students' children. Through the adult education and library partnership, the partners hope to provide their students (and their families) with information and skills to help them not only gain increased literacy skills but also to learn how to use them to increase their own potential and that of their families.

It is important to note that the Yuma County Public Library District is currently embarking on a long-term construction and renovation project. Work will commence in December 2006 and will drastically affect the usage of all library branches. Likewise,

library space will be at a premium during the coming months, and for approximately the next six months, Yuma will not have a main library branch.

During construction, the adult education and library collaboration partners will focus on developing students' library usage skills, providing learners with library tours, giving presentations on library resources, and helping students to understand how libraries can support them and their families through educational opportunities. The partners will accomplish this through the combined efforts of adult education teachers, library staff, and support personnel. Whenever possible, activities will take place at libraries; otherwise, they will occur at the adult education program sites.

In 2001, the Yuma Reading Council (YRC) and the Yuma County Public Library District received a grant to publish *Becoming Library Literate*. The purpose of this document is to help adult education and family literacy students learn library skills as well as provide practical, hands-on activities for learners to access library services. The units in the text can be used independently of one another to teach different skills. The units assist students to learn what libraries are, where they are located, the services available, and the interactive and group activities that are held there. The activities are appropriate for all levels of adult learners and include ELAA sample lessons.

*Becoming Library Literate* was published to help YRC students and tutors use the library while enabling students to understand that libraries are there to help them with many facets of their lives. It was also published for community use. Through the Arizona Adult Education Program and Arizona Public Libraries Collaboration Initiative, *Becoming Library Literate* will be updated and printed for all of the Yuma County partners. Once completed, copies of the book will be distributed to all partners so that they have sufficient numbers for all of their classes. A total of 400 copies will be reproduced. It will also be available on the library's Website so that it may be accessed from any computer with an Internet connection.

Every year, the Yuma County Public Library District distributes materials to all Yuma elementary school districts. Under the proposed partnership, Yuma County adult education programs will be added to this distribution list. The materials consist of packets containing information about library services, homework assistance, and tips for sending students to the library. The documents are simple and easy to use. Their distribution will also help to promote communication between libraries and adult education teachers.

The partners will work with library staff to obtain library cards for all adult education students who are eligible for, and interested in, receiving one. A library staff member will visit the Yuma County adult education programs to aid students in filling out library card applications. Prior to the librarian's visit, adult education teachers will prep the students with library information so that when the library staff person arrives, his or her time can be committed to the presentation. If teachers so desire, and it is possible, the class may also travel to the library for this session as opposed to receiving it in the classroom.

Yuma libraries will create a literacy/GED kiosk/information area at each branch. Although community information is currently available at each location, these sections will be expanded to include information on GED, English Language Acquisition for Adults (ELAA), civics, and other literacy classes. It will be the joint responsibility for the libraries and the adult education programs to keep the kiosks well filled with updated information and fliers. When patrons request information about adult education programs, library staff will direct these individuals to the kiosks. Adult education programs may elect to place their items only at the branch(es) closest to their programs.

In order to stay current on Yuma-area adult education class offerings and schedules, library staff will receive regular course updates at staff meetings. The library will also work to inform adult education teachers and students about other literacy services available at the library, such as family reading, summer youth programs, reading circles, and computer lab resources. Additionally, the library will begin to circulate school-targeted information to all Yuma County adult education programs as well. This will keep the County's adult education teachers and students informed of library programs. This addition will increase communication between the library and two new sources of potential library users. The library's increased communication will also help to keep the County's students more informed of community offerings and programs through the library and assist them to see the connection between their classes and the greater community.

Currently, all Yuma County adult education and library partners meet monthly with non-ADE funded programs to share news and information and to collaborate and coordinate their programs. The library's assistant director, Carla Peterson, will soon be added to this group. By adding Ms. Peterson, the partners will have increased coordination, communication and collaboration. These monthly meetings attempt to reduce the duplication of services and to coordinate other services by bringing everyone to a common table. Although the library is unable to provide certain resources now, as it grows, it will be informed of the needs of the educational community and will be able to plan for such growth accordingly.

Using online practice sessions available through specialized programs at the Yuma County Public Library District, local adult education programs can have their students take practice tests in preparation for exams such as the GED and the Armed Forces Vocational Aptitude Test (ASVAB). The Library's computers also allow users to access local Workforce Investment Board (WIB) job postings, vocational training opportunities, college and university placement information, and other related workforce information. Librarians are also available to work with Yuma adult education students in small groups in order to help inform them of resources related to transitioning from adult education classes into the workplace or higher education. It is significant for all partner programs to allow students increased access to opportunities once they are prepared to exit adult education programs. This service is currently underutilized by Yuma's adult education programs.

The Yuma libraries will also provide SNAP 211 training for the County's adult education students, with United Way staff facilitating this program. SNAP 211 is a local collaborative effort to provide social, human service, educational, volunteer, and community program information to area residents. This Web-based resource can be accessed from any computer connected to the Internet; however, some link features are only available through the Library's computers.

SNAP 211 training can occur in either small-group or large-group settings. United Way staff will train adult education students through class presentations at the library or at the various Yuma County adult education programs. Obviously, it is desirable to hold these training sessions at facilities where Internet-connected computers are available. The Yuma County Library District and the United Way wish to grow the use of SNAP 211 in order to support volunteerism and provide those individuals in need of the previously mentioned services with a simple way to access them. Adult education instructors also need to be aware of this resource in order to recommend it to their students if needed.

The Yuma County adult education programs are committed to providing their students with library tours through a series of pre-scheduled appointments. Currently, with limited library space, tours will have to be kept to a minimum (by class). Library staff will work with the programs to schedule the tours requested by each program. The goal is for each adult education program to provide at least one section of its classes with a tour each quarter. The tours will provide students with an overview of the library, the services that are available, and the layout of the facility. The tours will also be a time for obtaining library cards. When librarians visit the adult education programs, book talks will also be included.

Yuma County librarians and YRC staff will assist adult education students in partner programs to understand the importance of literature and how to use library services to enhance their lives and the lives of their family members. Through the Parenting Literacy Project, the partners will aid adult learners in supporting the achievement of their own children, even those with limited literacy skills. The program will be comprised of one-hour literacy training sessions to aid participants in learning techniques to assist their own children to learn and be more successful. Furthermore, the program will provide participants with strategies and hands-on activities to engage their children in reading while simultaneously increasing the participants' own literacy skills. Library staff will work with adult learners on reading with young children, choosing literature, and easy reading activities. Parents will also be encouraged to attend library story sessions with their children. Due to construction constraints, this portion of the proposed collaboration will be balanced between the classroom and the library. YRC staff and Yuma County librarians will coordinate the classes and parenting sessions.

### **Mid-Project Field Updates:**

In mid February, the ADE/AES requested that each of the designated fiscal agents involved in the initiative provide it with a written update on the progress being made in the collaboration as well as to report any unexpected circumstances that may have arisen. Here are the reports received from each county:

#### ***Pima County:***

Pima County is currently engaged in three activities as part of its Arizona Adult Education and Arizona Public Library Collaboration Initiative. These activities include: 1. purchasing a 3-year subscription to *Tell Me More*; 2. providing 4 training workshops each month for *Tell Me More* and *Rosetta Stone* software; and 3. hosting a literacy summit.

1. *Tell Me More* – The Tucson Pima Public Library District has contacted Aurolog and has prepared to purchase the software. The contract between Pima College and the Library is currently being circulated so that the transfer of funds to purchase *Tell Me More* can take place.
2. Training – Three trainings have taken place in the month of February for teachers to use *Rosetta Stone* in the classroom. No trainings for *Tell Me More* have taken place yet.
3. Literacy Summit—Plans for the TALC Summit have commenced and the contract between Pima College and the TALC is currently being circulated. The Summit is scheduled for a two-part event: April 26 & 28, 2007.

#### ***Yavapai County:***

The collaboration project among the Yavapai County Public Libraries, literacy providers, and adult education programs have targeted 4 populations: ABE/ASE students, adults at elementary-level reading proficiencies, English language learners, and new adult readers.

*ABE/ASE Students:* The Yavapai County partners sent a mass mailing to all residents of Black Canyon City, Mayer, and Cordes Lakes to promote presentations about online learning, including GED Online. Several Saturdays in January saw adult education personnel recruiting and orienting (initial TABE placement and MHC GED online software practice) new students in these areas. Although fourteen people expressed interest by attending the presentations, seven by signing up at their local library, and four by phoning their intent to attend, only three students are actually enrolled and working on the ABE/ASE curriculum. The adult education program providers continue to update flyers posted by the area librarians (plus the Yarnell librarian) to inform potential

students of the ABE/ASE orientations. The Cordes Lakes library has a list of four more interested individuals, and the Black Canyon City library has another four potential learners. They have all been contacted by the Yavapai College Adult Basic Education Program to attend an orientation. The next orientations are scheduled for February 26<sup>th</sup> and 28<sup>th</sup>, 2007. Adult education personnel will arrange computer training at the libraries to follow up on students in those areas.

*Adults at Elementary Reading Level Proficiencies:* The Yavapai County Literacy Outreach Director, the County Librarian, the Yavapai County Adult Basic Education Director, and the Black Canyon City Librarian are developing a marketing, recruitment, and training program for volunteer reading teachers. They will use the Laubach Method along with training packets from the Literacy Outreach Director's program. This campaign targets the Black Canyon City Library area because more students have expressed interest there than at any other library in the County.

*English Language Learners:* Yavapai College Adult Basic Education instructors received training on *Rosetta Stone Online*, which is now accessible through Arizona public libraries. During February, teachers have been taking their classes to the local libraries in order for students to become familiar with the facilities and to obtain library cards. *Rosetta Stone Online* is being used in classes where computer access is available.

*New Adult Readers:* The Yavapai County adult education providers have purchased inexpensive books from Townsend Press—classics edited for easier reading. They are available in various adult education classes for check-out and as prizes.

The Libraries have ordered suitable books, and the adult education program providers will promote their use among students.

*Difficulties and Possible Directions:* The populations most in need of these literacy services seem to be the most reluctant to use them. The Yavapai County Literacy Outreach Program does well when it takes their tutor program to the workplace and enlists employers as partners.

### ***Yuma County:***

YRC has updated *Becoming Library Literate* and it is in the process of being printed. The Council was slightly behind on this project due to the library move, which took place over the holidays, and its server being down somewhat longer than it had hoped. As soon as these are printed, YRC will forward one to the ADE/AES. On a related note, the teacher resources have been printed and will be distributed at the training along with *Becoming Library Literate*.

YRC and Yuma County Public Library Staff have made plans to do *Becoming Library Literate* trainings for all Yuma County adult education teachers in March.

All Yuma County adult education programs have submitted their attendance numbers to their nearby public libraries so that they can set up preliminary tour schedules. The tours will last approximately 1 ½ hours so that students can see the library and be introduced to the computer lab and its resources. The programs anticipate that all of the tours will be completed by mid-spring. Finally, United Way staff will attend adult education classes to do SNAP 211 presentations.

Overall, the Yuma County partners appear to be on schedule and moving along at an even pace. They meet monthly and review their timeline in order to ensure that they are on track.

### **A Snapshot of the Major Outcomes of the Collaborations:**

*From January 1, 2007 until June 30, 2007:*

- More than 617 Arizona adult education students and their immediate family members received public library cards.
- Approximately 53 adult education classes in Pima, Yavapai, and Yuma Counties took field trips to a public library.
- 49 LVT-tutored students received tutoring in a public library.
- Public library personnel in Yavapai and Yuma Counties made 6 visits to adult education programs.
- Every Arizona resident possessing a valid public library card and having access to the Internet now has unlimited use of *Rosetta Stone Online*. According to statistics provided by the Arizona State Library, 12,710 Arizona residents accessed *Rosetta Stone Online*. These individuals worked on 211,160 activities and spent approximately 21,320 hours on tasks.
- The Pima County partners finalized a contract with Auralog for *Tell Me More* that will provide every Pima County resident with unlimited access to online English language acquisition software. Service is scheduled to begin in July.
- The Pima County partners held a literacy summit focused on drawing attention to the economic impact of literacy. This event attracted more than 70 educators, local politicians, adult student leaders, librarians, and community members.
- The Yuma County partners updated, printed, and distributed 465 copies of *Becoming Library Literate*. Representatives from the ADE/AES and the Arizona State Library are now working to adapt this publication for statewide distribution and use in the early spring of 2008.
- Every ADE-funded adult education program is now eligible to participate in the BAZL Program and utilize WebJunction Arizona.
- Arizona adult educators were informed of One Book Arizona and given lists of the various resources and events designed to facilitate instruction around the book.



## **The Specific Outcomes of the Collaborations:**

The ADE/AES asked the partners in the three counties to submit a final report to it by June 30<sup>th</sup>, 2007. More than one month before this deadline, the ADE/AES sent specific talking points to representatives in each county to aid them in preparing a final report focused on the specific outcomes projected their proposals. Here are the responses received from the partners in each county:

### ***Pima County:***

#### ***Tell Me More and Rosetta Stone Online:***

##### **(1) Did your agency subscribe to *Tell Me More* as anticipated?**

The ADE/AES, the Arizona State Library, and the Maricopa County Library District purchased a statewide license for *Rosetta Stone Online*. The three agencies announced this license purchase to the public in January 2007. Since then, PCAE has conducted two training sessions, which have seen approximately 40 participants attend. Unfortunately, the statewide *Rosetta Stone Online* license is for a limited *Travelers Edition* of the product, which only offers 90 hours of instruction in a particular language. While the product can be used for learning English, it is somewhat limited as a curricular resource. Therefore, the Pima County partners intend to work with Fairfield Language Technologies to provide the expanded English version of *Rosetta Stone*.

In January 2007, the ADE/AES awarded a grant to PCAE to invest in a one-year subscription to Auralog's *Tell Me More*, an online language acquisition product similar to *Rosetta Stone*. Thereafter, PCAE prepared a contract for a sub-award to the Tucson-Pima Public Library District in order to make the purchase. After the Pima County and PCAE attorneys reviewed the contract, the County's procurement office approved the purchase on June 12, 2007. The contract was signed by all parties and submitted to the Pima County Recorder's Office on June 21, 2007. The Pima County partners anticipate that the product will be available to the public by July 2007.

##### **(2) Was PCAE successful in providing at least 4-training workshops each month so that new students, instructors, and staff could learn how to use *Tell Me More* and *Rosetta Stone*?**

PCAE plans to begin offering training on the two products in July 2007. The agency did not anticipate the length of time needed to create and execute an agreement between two governmental entities.

##### **(3) Approximately how many teachers and students used *Tell Me More* and *Rosetta Stone* between January 1, 2007 and June 30, 2007?**

None of PCAE's teachers or students have used *Tell Me More* yet. However, to date, 319 *Rosetta Stone* accounts have been created by Pima County Public Library patrons, and 2,417 sessions have been logged. Of these, 839 have been to study English.

**(4) Has PCAE begun its quantitative and qualitative evaluation of *Tell Me More* and *Rosetta Stone* so as to report its findings to the ADE/AES by December 2007? If not, when will the agency begin this study?**

PCAE will begin its quantitative and qualitative evaluations of *Tell Me More* and *Rosetta Stone Online* once it has enough data on the programs. The agency anticipates beginning this analysis in October 2007.

Literacy Summit:

**(1) Describe the literacy summit held on April 28<sup>th</sup>, 2007.**

The 2007 literacy summit had four main components:

- Literacy exhibitors shared information about their programs in an informal setting.
- An opening keynote event with special speakers Steve Alley of the Community Foundation and writer and professor Nancy Mairs focused on the connections between literacy, economic justice, and the need for literacy development for economic development.
- Two sessions of concurrent workshops, some of which focused on literacy services, and some of which focused on the connections between literacy and the economy, took place.
- A celebration lunch and recognition of two literacy luminaries chosen by the TALC allowed for informal networking opportunities.

**(2) How many people attended? What was the make up of the audience (e.g., educators, librarians, tutors, advocates, business and industry personnel, etc.)?**

More than 70 people participated in the summit. Those in attendance included adult educators from Safford, Tucson City Council members, teachers from early childhood through adult education, adult education student leaders, librarians, general community members interested in promoting literacy, and a representative from the ADE/AES.

### **(3) How did the summit impact literacy efforts in the area?**

Due to the literacy summit, the community is more aware of the need for literacy and the dependence of economic development on literacy levels in the state. Participants also learned specifically about the variety of services that the Tucson-Pima Public Library District offers. In the field of adult education there is interest in continuing literacy open houses and to further explore the essential connections between the economy and literacy. The literacy providers who attended the summit received the TALC Literacy Directory and have a better understanding of where to refer students when they need literacy services.

#### Circulating Print Materials:

#### **(1) Did the collaboration partners purchase a collection of circulating print materials for use by adult education students and tutors possessing a Tucson-Pima Public Library Card for 25 Tucson-Pima Public Library Branches?**

Due to its funding cycle, the Arizona State Library requested that the Pima County partners submit a funding request for the purchase of the print materials to it in the spring. The partners submitted a request, but funding has not yet been received. Meanwhile, staff members have been gathering input from instructors, tutors and literacy providers to determine what type of materials are needed. Local library personnel are prepared to purchase materials as soon as funds are received.

The library will track circulation of these items once they are purchased, cataloged and available in the library. We hope to have materials in all libraries by September. Please see the Pima County partners' response to Question #4 on Page 20.

#### General:

#### **(1) If known, indicate how many students at the three Pima County adult education programs received a public library card from January 1, 2007 through June 30, 2007.**

Fifty-four students from LVT received library cards during this time. PCAE estimates that over three hundred of its students received library cards over the six-month period.

#### **(2) If known, indicate how many classes at the three Pima County adult education programs visited a public library from January 1, 2007 through June 30, 2007.**

Two of LVT's twelve classes and ten individually tutored students visited a public library from January 1, 2007 through June 30, 2007. In addition, forty-nine LVT

students met their tutors in a library for their lessons. Over twenty PCAE classes took field trips to five library branches.

**(3) How did this collaboration initiative make a difference at the local level?**

- Just opening the dialogue between the programs has created increased cooperation and partnership. Fully understanding each program was a first step and then looking for ways to collaborate was a natural next step.
- An LVT ELAA class and a Conversation Group are currently being piloted at one branch library. By fall, LVT hopes to have such classes at 2-3 libraries with more being added each semester.
- Twenty-one tutors who trained at LVT during January 1, 2007, and June 30, 2007, were referred for tutor training by a Tucson-Pima Public Library branch.
- The Tucson-Pima Public Library District now is an active participant in the TALC.
- The Tucson-Pima Public Library Director now serves on the LVT Board of Directors.
- The Tucson-Pima Public Library District now provides library information packets to all newly trained volunteer tutors at LVT. As part of their training, tutors are encouraged to introduce their students to the library.
- There is now a link to LVT's Website on the Tucson-Pima Public Library District's Website.
- Library staff has become more aware of PCAE programs, and more PCAE classes have made field trips to the library.

**(4) How did this collaboration initiative change behavior at the local level?**

- While the Pima County partners knew each other before this collaboration, the work on this project has strengthened those relationships and created a real team atmosphere.
- The Tucson-Pima Public Library District Director and her staff have worked to make branch managers of the Tucson-Pima Public Libraries more aware of LVT and more welcoming of tutored students who study at libraries. The Director has also encouraged branch managers to post LVT tutor recruitment posters.
- While the Tucson-Pima Public Library District has seen some of its individual staff members involved with the TALC for some time, it has not been an institutional commitment. However, this year the partners have made great strides in educating and informing more staff members about community-wide

literacy programs. As a result, branch managers are taking more initiative to integrate literacy services into their branch library services. Furthermore, the increased knowledge and awareness of each other's services has helped staff members to be more responsive to the needs of their customers, thereby allowing the Tucson-Pima Public Library District to provide better referrals to these services.

- Martin Rivera, the Mission Library Branch Manager, wrote a grant to offer GED programming in partnership with PCAE next year. Under this arrangement, PCAE staff will act as consultants during the hiring process. In return, library personnel will offer PCAE students library cards and will provide transition information for those students who want to transfer into post-secondary education or training environments.
- Sharla Darby, the Martha Cooper Library Branch Manager, is collaborating with LVT to pilot a conversational English class for new immigrants at her branch. Several other branch managers have expressed their interest in working with LVT to offer similar classes at their locations.
- After the June 2006 meeting in Phoenix, the Pima County partners quickly reconvened to begin planning their local projects. Although PCAP – LEARN has not participated as vigorously as other agencies, it does have membership in Arizona Correctional Educators (ACE) and has a representative on its board. ACE is aware of some of the Tucson-Pima Public Library District's activities and is interested in also becoming a partner in the initiative by providing support for professional development and literacy activities.

**(5) How will ongoing collaborations between Tucson-Pima adult education programs and public libraries be sustained after June 30, 2007?**

- The Tucson-Pima Public Library District and LVT, along with KUAT (Tucson's PBS affiliate), have applied for a Robert Wood Johnson Foundation grant. This inter-agency grant proposal focuses on providing ELAA and basic literacy students with the ability to create digital stories, both as learning tools and as venues to communicate their plights with the local community.
- Several Tucson-Pima branch libraries are planning to open ELAA classes and conversational English groups in the coming year. These will be funded by foundation grants written by LVT and through donations from individual donors.
- PCAE and LVT are collaborating to insure that English language instruction will be provided for immigrants that PCAE can no longer serve as a result of the passage of Proposition 300. These classes will be supported by private donations made to LVT.

- The Tucson-Pima Public Library District has made an institutional commitment to support the efforts of literacy providers in the community. While in the past individual staff members participated in the TALC activities, there was not an expectation for system-wide support of literacy programs in the community.
- With the purchase of electronic and print resources, every library will be able to offer some level of support to adult students learning to read or speak English. Additionally, through the efforts of Sharla Darby, all libraries are receiving information about literacy programs and services and are encouraged to partner with agencies that can present literacy services through the library.
- Sharla Darby, Branch Manager at the Martha Cooper Library, has devoted her executive leadership institute program to developing contacts within the literacy community and developing recommendations for how the library can strengthen its role in supporting literacy efforts. As a result of her interviews, surveys and participation on the TALC Board, the Library has developed a Website to provide referral information on literacy services. This Webpage will be expanded in the coming year to be a place for sharing curricula, increasing communication between literacy providers, and informing those in need of services as to what is available. A resource team made up of staff from other programs and community volunteers will help to identify what to add to the Website in order to ensure the content is relevant.
- The Library has requested the development of a community partnership manager position in the next fiscal year. This person will be responsible for facilitating communication between literacy providers, students, and library staff.
- The acquisitions of *Rosetta Stone Online* and *Tell Me More* have not been completed and will continue into the next fiscal year.
- The Pima County partners agree that the April literacy summit is a very worthwhile endeavor.
- The Pima County partners believe it is important for the ADE/AES and the Arizona State Library to continue to bring the collaborating counties together on a regular, annual basis. An opportunity to network and share can only benefit and strengthen this project statewide.

**(6) How should other Arizona adult education programs and Arizona public libraries replicate the relationships established between Tucson-Pima adult education programs and public libraries?**

- The Pima County partners learned that building a partnership takes time, continued communication, and commitment.
- Take a first step.

- Do not be discouraged if it takes longer to accomplish a task than you expected.
- The more partners that are involved in a collaboration, the longer it will take to develop a professional relationship; but, the end results will be stronger.
- Assess where your agency is now and what is needed—each county will find itself in a different location and will need to identify a good starting point to evaluate its needs and resources.
- Take a good look at what is available and where gaps in the community exist. Prioritize those needs and develop a plan.
- Baby steps are good.
- Keep looking for partners!

### ***Yavapai County:***

#### Multi-sensory Educational Software Program:

#### **(1) Did the partners purchase 12 copies of a multi-sensory educational software program as anticipated?**

No, the Yavapai County partners did not purchase this software application.

#### **(2) *If you answered “Yes” to Number 1: (I.) Provide the name of the software application along with a brief description of it; (II.) Describe how faculty and students responded to the program (e.g., did they find it to be a quality application?); (III.) How was student learning impacted by it? (IV.) Approximately how many students used it between January 1, 2007 and June 30, 2007? Answers should be based on quantitative and/or qualitative measures. If you answered “No” to Number 1, explain why.***

After the Yavapai County Library District reviewed the multi-sensory educational program that it had been considering, it determined that the software application was not suitable for use in a library setting because of the amount of tracking and user guidance required. Instead, another program called *Issues in English*, from New Readers Press, was deemed more appropriate. Based on video clips of conversations and interviews, *Issues in English* activities target beginning through advanced English language learners. The Yavapai County Public Library District will provide a training session for its librarians at its meeting in August. Yavapai County adult education personnel will pilot *Issues in English* in the Allied Health fast track summer class and provide training at the August in-service. The Yavapai County partners will solicit instructor and librarian impressions of the program.

### Training Materials:

- (1) Did the partners purchase training materials (e.g., Laubach Method) for prospective tutors?**

Yes, the Yavapai County partners purchased training materials for prospective tutors.

- (2) *If you answered “Yes” to Number 1: (I.) Describe (or list) the materials and indicate the quantities purchased. (II.) Explain how these materials were used and how they impacted student learning. If you answered “No” to Number 1, explain why.***

The Yavapai County partners purchased the *Laubach Way to Reading* program components in order to provide training and teaching materials for up to four new volunteer instructors. These components included a teacher’s manual, two skill books, and readers for each of the four levels of the program, plus one set of reproducible diagnostic forms.

Although the two new volunteers the Yavapai County partners recruited expressed a desire to learn how to teach reading, neither was able to attend after the initial training. Thereafter, the partners developed new forms for recruiting and screening volunteers, as well as a procedure for training based on the Literacy Outreach Program.

### Travel Expenses for Instructors and Volunteers:

- (1) Did the partners reimburse transportation expenses for instructors and volunteers traveling to provide training and student orientation?**

Yes, the Yavapai County partners reimbursed the travel expenses incurred by instructors and volunteers who providing training and student orientation.

- (2) *If you answered “Yes” to Number 1: (I.) Did the partners conduct all of the training sessions as anticipated? (II.) What were the impacts of these training sessions? If you answered “No” to Number 1, explain why.***

The Yavapai County adult education programs and public libraries collaboration targeted new ABE and ASE students who were recruited at public outreach sessions. However, follow-up with potential students and library-based orientations had mixed results. Several students began studying online, but only one continued past the 12-hour enrollment point. Student support and post-testing at the pilot library site (Black Canyon City) proved unsuccessful because the librarian, who was highly motivated to promote and carry out the initiative, moved, and the new librarian remained in the position for only a short period of time. Finally, the online ABE/ASE



instructor moved to another state during the middle of the term, thereby creating a gap in student/teacher continuity.

A second component of the Yavapai County collaboration involved the recruitment and training of new literacy volunteers. Although the partners attracted two trainees, due to personal reasons, neither was able to follow through with training.

#### GED Study Book Sets & New Adult Reader Books:

**(1) Did the collaboration partners purchase GED study book sets for the Yavapai County Public Library Reserves?**

No, the collaboration partners did not purchase GED study book sets for the Yavapai County Public Library Reserves. At this point in time, the Yavapai County Library District has not yet received the funds needed for this purchase.

**(2) Did the collaboration partners purchase New Adult Reader books for each library?**

No, the collaboration partners have not purchased New Adult Reader books for each library because, as with the GED study book sets, the Yavapai County Public Library has not yet received the funds needed to do so from the Arizona State Library. However, the Yavapai County Adult Basic Education Program did purchase these books for its students while the Camp Verde Adult Reading Program purchased its own set. These books were well received by students as supplemental reading materials for both ABE/ASE and ELAA classes.

#### Rosetta Stone Online:

**(1) Approximately how many of the partners' students used *Rosetta Stone Online* between January 1, 2007 and June 30, 2007?**

The Yavapai County Library District has requested this information from Fairfield Language Technologies. At the time of this report, the District has not yet received a statistical report.

**(2) How was *Rosetta Stone Online* received by faculty and students? Did they find it to be a quality application? Why or why not?**

Yavapai College Adult Basic Education instructors have access through the College to a more complete version of *Rosetta Stone* than the one currently available through the Yavapai County Library District. Likewise, Yavapai teachers use the enhanced version for instruction. Overall, student use of the online *Traveler's Edition* was limited and instructor use was for personal learning. In both cases, there were

purported problems with accessing the software through the Prescott Valley Library system.

**(3) How did *Rosetta Stone Online* impact student learning?**

The limited scope of *Rosetta Stone Online – Traveler’s Edition* made it of limited value for class use.

General:

**(1) If known, indicate how many students at the three Yavapai County adult education programs received a public library card from January 1, 2007 through June 30, 2007.**

Instructors reported that 113 students obtained new library cards, most of them during the Arizona Adult Literacy Week promotion.

**(2) If known, indicate how many classes at the three Yavapai County adult education programs visited a public library from January 1, 2007 through June 30, 2007.**

Nineteen Yavapai County Adult Basic Education Program classes in Prescott, Prescott Valley, Chino Valley, Cottonwood, Sedona, and Camp Verde went to the libraries; two classes had library representatives come to them.

The Camp Verde Adult Reading Program invited a library volunteer to visit its classes. During the visit, the volunteer distributed library card applications and explained the process for obtaining a card. The volunteer also promoted the summer library schedule.

**(3) How did this collaboration initiative make a difference at the local level?**

Through this collaboration initiative, the Yavapai County partners have become more informed of each others’ services and have referred students and potential students to these services.

**(4) How did this collaboration initiative change behavior at the local level?**

Instructors reported that many of their students have checked out books, CDs, and videos after obtaining library cards. Additionally, students have self-reported that they are using the libraries more frequently. The Black Canyon City, Mayer, and Cordes Lakes libraries are now maintaining waiting lists for individuals interested in registering for ABE/ASE classes and there is more communication with these areas regarding ABE/ASE class orientation schedules.

**(5) How will ongoing collaborations between Yavapai County adult education programs and public libraries be sustained after June 30, 2007?**

The Yavapai County partners will continue their efforts to reach potential new ABE/ASE students in outlying areas of the county via the libraries. This recruitment effort will include e-mailing orientation schedules and recruitment flyers that the libraries are posting. The partners will also continue to encourage Yavapai County library branches to maintain waiting lists of individuals interested in registering for ABE/ASE classes. Yavapai College Adult Basic Education Program will continue to provide orientations for its online ABE/ASE classes at library branches as regularly as possible. Furthermore, the partners will continue their efforts to provide tutor and tech support services for online ABE/ASE students at library branches. Finally, all of the Yavapai County Public Libraries will continue to maintain the McGraw Hill Contemporary GED and Pre-GED software on their computers.

Adult education class instructors will continue to promote library use by encouraging and/or requiring their students to obtain library cards, celebrating Arizona Adult Literacy Week, and participating in library promotions whenever possible. In turn, Yavapai County libraries will continue to support the County's ABE and ASE students through connections established through this collaboration. Lastly, all partners will continue to make a sustained effort to recruit and train literacy tutors through the County's libraries.

**(6) How should other Arizona adult education programs and Arizona public libraries replicate the relationships established between Yavapai County programs and public libraries?**

Here are the recommendations from the Yavapai County partners as to how other Arizona adult education programs and Arizona public libraries may replicate the relationships established in Yavapai County:

- Install and maintain the GED on-line software in all libraries.
- Develop a system of communication between the county's adult education programs and public libraries in order to convey information such as adult education class offerings and schedules, library computer training classes, and support for online ABE and ASE students.
- Promote regular library usage in adult education classes through field trips, guest speakers, and demonstrations from libraries.
- Recruit library patrons to expand literacy efforts in their communities.
- Evelyn Rappath, the director of the Literacy Outreach Program of the Women of the Evangelical Lutheran Church, counseled the Yavapai County partners regarding the recruitment and training of literacy and study-support tutors.

Based on her experience, she cautioned the Yavapai partners that this kind of program starts slowly. Likewise, the partners need to persist in their efforts and not expect immediate results. Libraries can be a good source for the people to do the work, but often are intimidating places for the very people we wish to reach—those without reading skills and/or without positive educational experiences. For maximum effectiveness, other community organizations, such as study sites and businesses with high percentages of low-skilled employees, need to be included in such collaborative partnerships.

***Yuma County:***

***Becoming Library Literate* Publication:**

**(1) Did the partners revise, print, and distribute 400 copies of *Becoming Library Literate* to Yuma County Adult Education Programs and Public Library Collaboration partners?**

The Yuma County Library District revised, printed, and distributed 465 copies of *Becoming Library Literate* as follows:

- Somerton and the South Yuma County Consortium received 40 copies. These were given to students in the evening classes.
- Crane ESD Adult Education Program received 75 copies and distributed them to students in their classes.
- YRC received 200 copies for use with its students.
- The Yuma County Public Library District retained 100 copies to distribute to its adult literacy tutors and to students in outlying areas. The District also kept an additional 50 copies for use during staff development and during training with adult education instructors.

**(2) If you answered “Yes” to Number 1: (I.) Provide a brief synopsis of this publication. (II.) Describe how this publication impacted student learning? If you answered “No” to Number 1, explain why.**

Before *Becoming Library Literate* could be reprinted and distributed, various revisions were needed. While most of the revisions pertained to basic updates such as changes to library days and hours of operation, the District also added information that related to technology and database usage. Given the substantial technological advances the world has experienced since the last revision of *Becoming Library Literate*, it was important to update the types of technological resources available through the Yuma County Public Library District.

The focus of *Becoming Library Literate* is to provide adult literacy instructors and their students with a guide of how to use a public library while giving them an understanding of the various resources available. Since many adult learners have never used a public library, this publication offers them a step-by-step instruction manual, along with exercises, to help them see how visiting and using a public library can positively impact their lives. The publication also serves as a tool for instructors who want to integrate community resources into their curricula while helping their learners to use their newfound skills in a practical way.

Library Teacher Publication:

**(1) Did the partners produce and distribute 75 copies of a library teacher publication?**

Yes, the Yuma County partners produced and distributed this resource to Crane ESD Adult Education Program, the South Yuma County Consortium, and YRC.

**(2) *If you answered “Yes” to Number 1: (I.) Provide the title of the publication and give a brief description of its contents. (II.) Explain how this publication impacted student learning. If you answered “No” to Number 1, explain why.***

The items included in the library teacher publication were “Homework Tips for Teachers” and the “Testing and Education Reference Center.” Both items provide instructors and students with practical and easy-to-use information about utilizing the library to conduct research and do homework. It informs teachers of the resources that are accessible at the library, how these resources can support teaching standards, and how these resources can supplement classroom learning. Although this publication did not impact daily learning per se, it did help instructors and learners to understand, and become familiar with, resources that support learning once an individual transitions out of an adult basic education program and into post-secondary education or training opportunities.

The library teacher publication also provides a comprehensive list of resources available in the Yuma County Library branches and via the Library’s Website. These resources include online GED, ASVAB, Test of English as a Foreign Language (TOEFL), and advanced placement practice tests, along with nearly 100 individualized career practice tests for both government and non-government positions. These practice tests are accessed through the library and can help adult education students gain more information about the demands of various careers. The database also allows an individual to research career, vocational, and post-secondary career opportunities.

#### Library Staff Positions:

**(1) Did the partners fund 2 10-hour-per-week library staff positions?**

Yes, the partners funded these positions. Both positions already existed; the grant funding supported additional work hours.

**(2) If you answered “Yes” to Number 1: (I.) Describe the job positions. (II.) Explain how these positions impacted student learning and/or library patron experiences. If you answered “No” to Number 1, explain why.**

Personnel in the positions were responsible for working with the Yuma County adult education programs on the redevelopment of the *Becoming Library Literate* publication and for assisting adult education programs with library visits and visits to adult education classes as needed.

Crane ESD Adult Education Program enjoyed an introductory visit to the library. During this excursion, library staff gave students a tour of the library and introduced them to available services. Students and their families were also issued library cards. In advance of this visit, Crane adult education teachers picked up library card applications and incorporated their completion into a lesson from the life skills curriculum.

On five occasions during the winter and spring, the Yuma County Public Library District sent a staff person to Crane ESD Adult Education Program to provide specialized lessons. These lessons used music and movement in relation to the books that were read to the children. The sessions used many appropriate strategies to encourage language acquisition for adults and children. From the beginning of the year, the importance of reading to children was an ongoing theme in all of the library sessions.

YRC coordinated monthly library tours for its students. YRC staff and library personnel took active roles in conducting these tours. They included information on library resources, the opportunity to sign up for a library card, and an overall orientation to the library facility. The YRC program supported library tours in Yuma, San Luis, and Wellton.

#### Adult Education Support Staff Positions:

**(1) Did the partners fund 2 10-hour-per-week adult education support staff positions?**

No, the partners did not fund 2 10-hour per week adult education staff positions. Only one position was funded and the remainder was reallocated to library staff.

**(2) If you answered “Yes” to Number 1: (I.) Describe the job positions. (II.) Explain how these positions impacted student learning. If you answered “No” to Number 1, explain why.**

Initially, one of the positions was slotted to provide staff development training for using *Becoming Library Literate* and to assist the Yuma County Public Library District with its specialized sessions for adult education students. Although the training was completed as described, time and travel restrictions made it more appropriate for library staff to assume responsibility for the library education piece. It is important to note that YRC and the Yuma County Public Library District share some staff members; therefore, some YRC staff members and some Yuma County Public Library District staff members are technically one in the same.

Student learning was positively impacted through an increased understanding and use of libraries. At the time of enrollment, many Yuma County adult education students were not aware that they are permitted to access public libraries and utilize their resources. Similarly, many learners did not realize that libraries are also available for their family, friends, co-workers, and neighbors. For many students, this was probably one of their greatest epiphanies. Needless to say, this was the first time for many learners to ever enter a public library. Through the Yuma County adult education programs and public libraries collaboration initiative, adult education students were able to become acquainted with public libraries and even have small group or one-on-one sessions with librarians. These librarians gave their time in earnest to talk, discuss, and demonstrate what the library can do for individuals, regardless of their literacy level. Since then, many students have self-reported regular use of libraries outside of regular class hours.

**Employee Related Expense (ERE):**

**(1) Did the partners provide ERE (18% benefits) for the library staff and adult education support staff positions listed above? If not, explain why.**

Yes, payroll laws and regulations require the partners to have provided ERE for the library staff and adult education support staff positions listed above.

**Transportation:**

**(1) Did the partners fund transportation costs to transport library staff to and from Yuma County adult education programs for literacy activities?**

Yes, the partners provided financial resources to the Crane ESD Adult Education Program and the Yuma County Library District staff for transportation costs.

- (2) If you answered “Yes” to Number 1: (I.) Indicate how many trips occurred. (II.) Describe the literacy activities that took place as a result of these trips. If you answered “No” to Number 1, explain why.**

Funds allocated to cover transportation costs supported class tours to the library and on-site specialized instruction by public library personnel. Crane ESD Adult Education Program conducted 12 separate trips to the library, and library personnel visited the Crane program on 4 occasions. YRC did not request any funds for transportation costs.

*Rosetta Stone Online:*

- (1) Approximately how many of the partners’ students used *Rosetta Stone Online* between January 1, 2007 and June 30, 2007?**

The Yuma County partners are unable to provide statistical information on the number of Yuma adult education students who used *Rosetta Stone Online* between January 1, 2007 and June 30, 2007.

*South County Consortium* – The program’s evening instructors received in-service training on *Rosetta Stone Online*. Students in Somerton (where there is computer access) were given time to study using *Rosetta Stone Online*.

*Crane ESD Adult Education Program* – The agency sent staff members from its day and evening classes to the Rosetta Stone Online training provided by the ADE/AES in February. Thereafter, they accessed the online version when at the library. However, since the Crane Elementary School District had already purchased Rosetta Stone under a District-wide initiative, its instructors were already well-versed in the product.

YRC – The Council sent staff to the February ADE/AES training and provided additional support after the initial training to other YRC staff through the library. YRC staff and students regularly use the *Rosetta Stone Online* material. In fact, the Council has begun working to incorporate it into its DL programming option.

- (2) How was *Rosetta Stone Online* received by faculty and students? Did they find it to be a quality application? Why or why not?**

*Rosetta Stone Online* was well-received by all Yuma County ADE-funded program staff who were introduced to it.

Yes, faculty and students found *Rosetta Stone Online* to be a quality application. It captured students’ attention and was highly motivational

- (3) How did *Rosetta Stone Online* impact student learning?**



*Rosetta Stone Online* proved to be an excellent supplement to classroom instruction. Although the Yuma County partners do not have any hard data, they believe it helped their ELAA students to make educational gains.

General:

- (1) If known, indicate how many students at the four Yuma County adult education programs received a public library card from January 1, 2007 through June 30, 2007.**

From January 1, 2007 through June 30, 2007, YRC and the Crane ESD Adult Education Program saw over 150 of their students and their immediate family members receive library cards. Data is not available for the South Yuma County Consortium or Yuma ESD Adult Education Program.

- (2) How did this collaboration initiative make a difference at the local level?**

The Yuma County adult education programs and public library collaborations initiative introduced Somerton and Crane ESD Adult Education Program to resources that they would not have otherwise used with regularity. Since library visits and usage have been included in YRC's annual program scheduling for many years, YRC considers the revitalization and distribution of *Becoming Library Literate* to have made the greatest impact on its students.

- (3) How did this collaboration initiative change behavior at the local level?**

As mentioned earlier, the Yuma County adult education programs and public libraries collaboration initiative helped change behavior at the local level by making the adult education partners aware that the library is available to them on a regular basis and that they can use it as a classroom resource or supplement.

- (4) How will ongoing collaborations between Yuma County adult education programs and public libraries be sustained after June 30, 2007?**

All Yuma County adult education programs will schedule library visits during Program Year 2007-2008. Furthermore, the partners will continue to use *Becoming Library Literate* prior to library excursions and will become an integral resource at the learning centers.

- (5) How should other Arizona adult education programs and Arizona public libraries replicate the relationships established between Yuma County programs and public libraries?**

The Yuma County partners believe that the replication of the relationships it established will vary by county. For example, YRC was born out of an early library

literacy program. Since then, it has continued to foster increased collaboration and support, improved awareness of literacy and library issues, bettered the community's understanding of the library/literacy connection, and increased the ability to share resources, especially community literacy opportunities and other services throughout Yuma County.

### **Statewide Benefits:**

The ADE/AES, the Arizona State Library, and the Maricopa County Library District are pleased to have worked together during Program Year 2006-2007 to improve access to adult education and literacy products and services throughout the State. This section details several statewide outcomes that resulted from these state-level partnerships.

### **Books for Arizona Libraries (BAZL) Program:**

In October 2006, the Arizona State Library approached the ADE/AES with a generous offer to join its Books for Arizona Libraries (BAZL) Program. Supported with grant funds from the State Library, the BAZL program offers a variety of free books to literacy groups. By being included in this book distribution program, ADE-funded adult education programs are now able to receive books, some in multiple copies, for use with their students. Furthermore, at that same time, the City of Scottsdale was sorting through thousands of books from literature sets written for the middle school to high school levels, in preparation to contribute a large number of them to the BAZL program. Finally, the Carnegie Center was poised to donate new copies of former One Book Arizona selections to the program.

The ADE/AES accepted the State Library's invitation to join the BAZL Program, notified its agencies of this exciting opportunity, and provided them with lists of the available titles. In the coming weeks, several adult education providers contacted the BAZL Programs and placed their book requests. The ADE/AES is grateful to the State Library for including its adult education programs in the BAZL Program.

### **Rosetta Stone Online:**

In the fall of 2006, the Maricopa County Library District made a decision to purchase a one-year license subscription from Fairfield Language Technologies for *Rosetta Stone Online – Traveler's Edition*. *Rosetta Stone* is a world-renowned language acquisition tool used by millions of people in 150 countries. The Maricopa County Library District's purchase would have provided every resident in Maricopa County holding a valid public library card with unlimited access to an 8-language *Rosetta Stone Online – Traveler's Edition* package for one year. Meanwhile, the ADE/AES was planning to allocate funds to Pima College Adult Education Program to purchase a one-year county-wide *Rosetta Stone Online* license as part of its collaboration proposal. When Fairfield Language

Technologies learned of this intent, it offered the Maricopa County Library District and the ADE/AES the opportunity to enter into an inter-governmental purchase agreement enabling them to purchase a statewide, 8-language *Traveler's Edition*<sup>1</sup> license for slightly more than the same cost of the two separate county licenses.

This license agreement, renewable each year for the next 10 years at the same price, enables every resident (holding a valid public library card) residing in any of the 15 counties in Arizona, to access the application from any computer with an Internet connection. By collaborating with the Maricopa County Library District on this purchase, the ADE/AES can now provide all of its instructional programs across the state with access to *Rosetta Stone Online – Traveler's Edition* for the same amount that it would have initially cost to simply provide it to three adult education programs in one county. In the coming years, the ADE/AES hopes to work in a similar fashion with the Maricopa County Library District and the Arizona State Library to upgrade to an academic version of an online English language acquisition program.

In order to ensure that Arizona adult education programs and Arizona public libraries knew how to use *Rosetta Stone Online*, the ADE/AES and the Arizona State Library partnered to provide five regional training sessions on the product. These joint sessions were held in Prescott, Yuma, Tucson, Phoenix, and Flagstaff from mid January through the end of February 2007. In total, 102 Arizona adult education practitioners and public library professionals attended these training opportunities.

The Arizona State Library reports that from January 1, 2007, until June 30, 2007, 12,710 Arizona residents accessed *Rosetta Stone Online*. These individuals worked on 211,160 activities and spent approximately 21,320 hours on task. Statistics by "language studied" are not available.

#### WebJunction Arizona:

In February 2007, the Arizona State Library once again demonstrated its generosity by inviting the State's adult education professionals to utilize WebJunction Arizona. This online resource provides a place for Arizona library, archives, museum, and public records professionals to interact with one another while taking advantage of many wonderful resources, including continuing education opportunities. Many of the online continuing education opportunities offered through WebJunction Arizona provide the types of training needed by Arizona adult education teachers who are required by the ADE/AES to seamlessly and effectively integrate educational technology into the classroom.

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<sup>1</sup> At the time of purchase, the ADE/AES was unaware that it was partnering in the purchase of a *Traveler's Edition* of *Rosetta Stone Online* rather than a complete version of the 8-language package.

### Invitations to Public Library Personnel:

In the fall of 2006, the ADE/AES encouraged library personnel to submit applications to serve on the 2007 Arizona Adult Education State Conference steering committee. Three librarians submitted applications and were accepted on to the committee. These professionals are actively assisting the steering committee in developing a conference that will not only appeal to adult educators, GED examiners, workforce investment personnel, and correctional educators but also library professionals as well.

The Arizona Association for Lifelong Learning (AALL), an organization seeking to create networks between individuals and groups to promote lifelong learning, invited the State Library to send a representative to its mini-conference in March to host an information table. The Library accepted the Association's offer and sent an employee to hand out materials and answer questions about Library products and services.

The ADE/AES requested that a State Library representative present two sessions at its 2007 Technology Integration Project State Workshop. Once again, the library graciously accepted the invitation and sent a professional who facilitated two identical sessions highlighting the various online resources available through the State Library, including WebJunction Arizona. The Library representative also detailed the One Book Arizona event that occurs every year along with electronic resources that are available to assist educators with the promotion.

### *Becoming Library Literate:*

In June 2007, the Tucson-Pima Public Library, the original copyright owner of *Becoming Library Literate*, provided the ADE/AES with written permission to use, modify, reproduce, and distribute copies of the publication. Representatives from the ADE/AES and the Arizona State Library will be meeting in early 2008 to adapt this resource for use by adult education programs and literacy volunteers throughout the State.

### **Lessons Learned from the Year One Collaboration Initiative:**

While Year One of the Arizona Adult Education Programs and Arizona Public Libraries Collaboration Initiative saw many benefits, there were also several valuable lessons learned to guide future partnerships.

- Since the Arizona State Library operates on a fixed funding schedule, in future years the ADE/AES will structure its collaborative grant application timelines to align with the Library's funding schedule. Doing so will enable the State's adult education programs and public libraries to access their respective grant funds during a similar period of time.

- The ADE/AES will make monthly contact with all of the named partners in any given collaboration rather than relying on a single partner to report progress on behalf of all of the partners on a quarterly basis. Doing so will help ensure that all of the partners are actively and equally engaged in the collaboration and that the ADE/AES has the opportunity to intervene if any unforeseen circumstances arise.
- The ADE/AES will stipulate in the adult education program's grant award letter that any modifications to the written proposal or any reallocation of grant funds from those initially described must be approved in writing by the ADE/AES beforehand.
- The ADE/AES will communicate with the Arizona State Library as early as possible in the program year to determine the Arizona Adult Literacy Week promotional product needs of the State's public libraries. This will help to ensure that adequate promotional products are available for both ADE-funded adult education programs and interested Arizona public libraries.
- The ADE/AES will communicate directly with any vendors involved in an inter-governmental agency purchase agreement to ensure that the product or service being purchased is in-fact that which is being promoted.

### **Conclusion:**

The first year of the Arizona Adult Education Programs and Arizona Public Libraries Collaboration Initiative positively impacted adult education and literacy in three Arizona counties and throughout the greater State. In Program Year 2007-2008, the ADE/AES and the Arizona State Library plan to offer a competitive grant opportunity for several more Arizona adult education programs and Arizona public libraries to develop innovative, replicable, and sustainable products and/or services in their respective counties. Meanwhile, the state-level partners hope to deepen their respective involvements in Arizona Adult Literacy Week and One Book Arizona. The ADE/AES and the Maricopa County Library District will also continue to fund *Rosetta Stone Online*, while broadening their marketing campaign of this online resource. Finally, the ADE/AES and the Arizona State Library hope to release a modified version of *Becoming Library Literate* no later than the spring of 2008.

### **Works Cited**

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## **Glossary of Acronyms**

**AALL** – Arizona Association for Lifelong Learning

**ABE** – Adult Basic Education

**ACE** – Arizona Correctional Educators

**ADE/AES** – Arizona Department of Education, Adult Education Services

**ASE** – Adult Secondary Education

**ASVAB** – Armed Services Vocational Aptitude Test

**BAZL** – Books for Arizona Libraries

**CEO** – Chief Executive Officer

**ELAA** – English Language Acquisition for Adults

**ESD** – Elementary School District

**GED** – General Educational Development

**LIS** – Library Information Science

**LVT** – Literacy Volunteers of Tucson

**PBS** – Public Broadcasting Service

**PCAE** – Pima College Adult Education

**PCAP** – Pima County Adult Probation

**TALC** – Tucson Area Literacy Coalition

**TOEFL** – Test of English as a Foreign Language

**WIB** – Workforce Investment Board

**WIFI** – Wireless Fidelity

**YRC** – Yuma Reading Council

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